

## *Summary*

### ***Third Main Session*** ***"Social Change and Japanese Higher Education"***

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| <b>Speaker:</b>     | Prof. Ikuo Amano, (University of Tokyo, Japan)   |
| <b>Discussions:</b> | Dr. Kim Ki Seok, (Seoul National University, South Korea)<br>Dr. Bob Waworuntu, (Universitas Indonesia, Indonesia) |
| <b>Commentator:</b> | Prof. Surichai Wun'gaeo, (Chulalongkorn University, Thailand)  |
| <b>Moderator:</b>   | Prof. Akira Tachi, (National Institute for Academic Degrees, Japan)  |

The third session began with a presentation by Professor Amano titled "Could Higher Education in Japan be a model for Asia?" His opening statement was followed by "Lessons from Japanese experience: How does Japan make higher education popularized?" by Professor Kim and "The Social Impact of Japanese Higher Education: The Case of Indonesian Higher Education recipients and their occupations" by Professor Waworuntu, in which the two participants presented their views on Professor Amano's paper and raised further issues for consideration. Professor Wungaeo, as commentator, responded in comprehensive terms to the three papers in his "Social Impacts of Higher Education in Japan, Indonesia, and the Republic of Korea." The session ended with questions and comments from the floor.

Professor Amano's presentation may be summarized as follows:

- (1) Though the university as such originated in Europe, higher education in Europe accommodates smaller proportions of the college age population than in the United States and Japan and is less geared to industrialization.
- (2) Higher education in Japan, which lagged behind in introducing the university system, nevertheless grew steadily keeping pace with the modernization and industrialization of the nation; higher education became successfully popularized, with roughly 40 percent--as high a ratio as in the United States--of the college age population receiving tertiary education.

(3) The successful process of popularization has allowed higher education in Japan to be composed of two complementary types of institutions, namely, generally-elitist national and other publicly-financed universities, and more populist technical colleges and universities in the private sector (comparable to state universities originating in land-grant colleges in the United States).

(4) If the process of the historical development of higher education in Japan is taken into account, it is the populist type of institutions of higher learning that deserve special attention in planning for higher education development in Asia.

In agreement basically with Professor Amano's position, Professor Kim emphasized that the Japanese experience should not be taken simply as a model for superficial imitation, but be adapted to the extent that its applications match the genuine social needs of the nation. In the Republic of Korea, where higher education has been as popularized as in Japan, the populist type of higher education is operated, not in the private sector in Professor Amano's terms, but in the public sector, such as the Korean Air and Correspondence University with an enrollment of 160,000, Open Colleges, Self-learning Bachelor's Degree programs, etc.

Also in agreement with the main thrust of Professor Amano's presentation, Professor Waworuntu presented specific data on job categories of Indonesian returnees from studies in Japan, and made policy proposals to maximize the positive impact of higher education on the society. The jobs held by about 1,200 of the approximately 2,000 Indonesians who have returned from studies in Japan in the past 50 years were identified. Except for slight variations in terms of the times and of professional positions, applied scientists and engineers supercede natural scientists and mathematicians in terms of fields of specialization, while the public service and higher education accommodate a disproportionately greater number of returnees than the private sector. In order to ensure fairness and efficiency, he proposed that both the government of Japan and the government of Indonesia should formulate a more balanced policy for prospective Indonesian students in Japan. In agreement generally with the views of Professors Amano, Kim, and Waworuntu, Professor Wungao, as commentator, stated, among other things, that:

(1) The Japanese model is not to be just mechanically interpreted, but to be taken as offering suggestions for any prospective program of popularizing higher education.

(2) Apart from popularization, the social impact of higher education may also be examined in terms of social mobility and social class-formation.

(3) Development is to be conceived in terms of social and environment-friendly progress, rather than in terms of modernization through industrialization.

(4) Education should be seen not only as a tool for economic development, but also as an essential means of achieving an environment-friendly, affluent, and humane society.

Questions from the floor were mostly limited to requests for clarifications by the speakers. There was an observation from the floor that media-based distance education might grow into a new type of populist higher education. Given the limitations of time, the session produced ample evidence for the importance of cooperative relations, both in theory and in practice, in the field of higher education in Asia.